# THE BIENNIAL REPORT

OF THE

# TRUSTEES

OF THE

# MISSISSIPPI SCHOOL FOR THE BLIND

FROM JUNE 30, 1927 TO JULY 1, 1929

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# MISSISSIPPI SCHOOL FOR THE BLIND

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The provisions under which the school is operated is composed of a Superintendent and a Board of Trustees, consisting of five members.

MEMBERS OF THE BOARD OF TRUSTEES

HON. D. C. McCOOL, President, Canton, Mississippi
MR. THOMAS BRAND, Hollandale, Mississippi
MRS. H. B. GRAVES, Ellisville, Mississippi
MRS. B. F. SAUNDERS, Webb, Mississippi
MR. JEFF WILKINS, Duck Hill, Mississippi
M. L. BATSON, Phg., M.D., Superintendent

## OUR AIM

To provide humane and scientific treatment and care and the highest attainable degree of individual development for the Blind Children of the state.

To provide for delinquents such wise conditions of modern education and training as will restore the largest possible portion of them to useful citizenship.

To promote the study of the cause of despondency and delinquency; and mental, moral, and physical defects, with a view to cure and ultimate prevention.

To secure the highest attainable degree of economy in the business administration of the Institution, consistent with the object above enumerated.

Jackson, Miss., July 1, 1929.

To Whom It May Concern:

This is to certify that I have had the opportunity and occasion to know of the character of the work along literary lines, being done at the present time at the Mississippi School for the Blind. This school includes in its curriculum, both for grades and high school, the usual subjects taught in the public schools of the state. The teachers are experienced and qualified, and the work done is splendid and parallel to that of the public schools of the state.

Respectfully submitted,

W. F. BOND,
State Superintendent, Education.

Jackson, Miss., Ju'y 20, 1929.

To the Board of Trustees,
Mississippi School for the Blind,
Jackson, Mississippi.

Gentlemen:

As provided by Chapter 325 of the Laws of Mississippi of 1924 we have made an audit of the books and records of your institution for the tiscal year ending June 30, 1929, and beg to submit herewith our report.

From the statement of Revenues and Expenses shown on page two of this report, you will note that the total cost of operations for the period amounted to $39,335.97, your average monthly attendance was 75 pupils, making the average cost per pupil $524.48.

The schedule of inventories shown on page 6 were furnished by your Superintendent, without verification on our part. The values carried on the books have been reduced ten per cent on account of depreciation. We also show in this inventory property held in trust by the Trustees of the Institution on Jefferson and High Streets in the City of Jackson, Miss., which was not heretofore carried on the books of the institution. The revenue derived from this property is being used by the institution.

We are pleased to report that all receipts were properly accounted for and all disbursements supported by properly authorized vouchers. The books are being kept in accordance with the uniform system of accounts as prescribed by this department.

If we can be of further service to you we shall be glad to have you call on us.

Respectfully submitted,

CARL C. WHITE, Chief Inspector,

By R. D. CHILDRESS, Asst. Chief Insp.

## MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Mississippi

### BALANCE SHEET

June 30, 1929

| | | | |
|---|---|---|---|
| ASSETS: | | | |
| Current: | | | |
| First National Bank | $ 819.62 | | |
| Capital Nat'l Bank—Chkg. Acct... | 4,477.63 | | |
| Capital Nat'l Bank—Cert. of Dep. | 3,086.62 | $ 8,413.87 | |
| Appropriation Balances | | $ 18,380.05 | |
| Land | 75,000.00 | | |
| Buildings | 70,308.00 | | |
| Equipment | 21,985.00 | $167,293.00 | |
| Property Held in Trust: | | | |
| Jefferson and High Streets | | $ 16,000.00 | |
| | | | $210,086.92 |
| LIABILITIES: | | | |
| Deferred Credit to Income | | $ 18,380.05 | |
| Capital Account: | | | |
| Current | 8,413.87 | | |
| Fixed | 183,293.00 | $191,706.87 | |
| | | | $210,086.92 |

## MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Mississippi

### STATEMENT OF REVENUES AND EXPENSES

July 1, 1928 to June 30, 1929

| | | | |
|---|---|---|---|
| REVENUES: | | | |
| Appropriations: | | | |
| Support | | $ 20,168.65 | |
| Salaries and Wages | | 14,422.05 | |
| Superintendent's Salary | | 3,600.00 | |
| Piano and Band Instruments | | 1,173.00 | $ 39,363.70 |
| Board | | | 360.00 |
| Other Revenues | | | 1,583.77 |
| Total Revenue | | | - 41,107.47 |

EXPENSES:

| | |
|---|---|
| Office and Administrative | $ 7,020.48 |
| Subsistence | 9,927.62 |
| Housekeeping | 2,612.96 |
| Laundry | 1,217.76 |
| Medical and Surgical | 663.56 |
| Light, Heat, Power and Water | 2,144.61 |
| Building and Grounds | 3,807.15 |
| Instructional | 11,941.83 |
| Total Expenses | $ 39,335.97 |
| Revenue in Excess of Expenses | 1,771.50 |

OTHER DEDUCTIONS:

| | |
|---|---|
| Deduction on Buildings and Equipment | 9,096.42 |
| Net Loss | 7,324.92 |
| Average Number Pupils During Term | 75 |
| Average Cost Per Student | $ 524.48 |

## MISSISSIPPI SCHOOL FOR THE BLIND

### Jackson, Mississippi

### STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

### July 1, 1928 to June 30, 1929

| | | |
|---|---|---|
| Balance on Hand, July 1, 1928 | | $ 6,642.37 |
| RECEIPTS: | | |
| Appropriations | $ 39,363.70 | |
| Interest on Certificate of Deposit | 123.45 | |
| Board | 360.00 | |
| Other Revenues | 1,260.32 | 41,107.47 |
| | | $ 47,749.84 |
| DISBURSEMENTS: | | |
| Office and Administrative | $ 7,020.48 | |
| Subsistence | 9,927.62 | |
| Housekeeping | 2,612.96 | |
| Laundry | 1,217.76 | |
| Medical and Surgical Care | 663.56 | |
| Light, Heat, Power and Water | 2,144.61 | |
| Care of Buildings, Grounds and Equipment | 3,807.15 | |
| Instructional | 11,941.83 | 39,335.97 |
| Cash Balance, June 30, 1929 | | 8,413.87 |
| | | $ 47,749.84 |

## MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Mississippi

### BALANCE SHEET

June 30, 1928

| | | |
|---|---|---|
| ASSETS: | | |
| Credits: | | |
| Capital National Bank—Checking Account | $ 3,359.16 | |
| Capital National Bank—Cert. of Dep. | 2,963.17 | |
| Merchants Bank & Trust Co. | 192.29 | |
| First National Bank | 127.75 | $ 6,642.37 |
| Appropriation Balance | | 19,843.75 |
| Fixed: | | |
| Land | 75,000.00 | |
| Buildings | 78,120.00 | |
| Equipment | 3,269.42 | 176,389.42 |
| | | $202,875.54 |
| LIABILITIES: | | |
| Deferred: | | |
| Credit to Income | $ 19,843.75 | $ 19,843.75 |
| Capital Account: | | |
| Current | 6,642.37 | |
| Fixed | 176,389.42 | 185,031.79 |
| | | $202,875.54 |

## MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Mississippi

### INCOME AND EXPENSE

June 30, 1927—June 30, 1928

| | | |
|---|---|---|
| INCOME: | | |
| Appropriations: | | |
| Support | $ 21,093.51 | |
| Salary and Wages | 13,396.85 | |
| Superintendent's Salary | 3,600.00 | |
| Total | $ 38,090.36 | |
| Board | 210.00 | |
| Other Income | 1,307.49 | |
| Total Income | | $ 39,607.85 |

EXPENSES:

| | | |
|---|---|---|
| Office and Administrative | 6,645.27 | |
| Subsistence | 10,557.44 | |
| Housekeeping | 2,382.20 | |
| Laundering | 1,184.87 | |
| Medical and Surgical | 520.04 | |
| Nursing and Attendance | 25.00 | |
| Light, Heat, Power and Water | 2,261.26 | |
| Buildings and Grounds | 4,164.53 | |
| Instructional | 11,050.58 | |
| Recreational | 104.10 | |
| Total Expenses | | $ 38,' 95.39 |
| Operating Gain | | $ 712.55 |

OTHER LOSSES:

Inventory Decrease:

| | | |
|---|---|---|
| Buildings | 8,680.00 | |
| Supplies and Equipment | 2,276.98 | 10,956.98 |
| Net Loss | | 10,244.42 |
| Average Number of Pupils for term 72 | | |
| Average Cost per Pupil | | $ 540.21 |

## MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Mississippi

## STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

July 1, 1927 to June 30, 1928

| | | |
|---|---|---|
| Balance on Hand, July 1, 1927 | | $ 5,929.91 |

RECEIPTS:

| | | |
|---|---|---|
| Appropriations | $ 34,490.36 | |
| Board | 210.00 | |
| Other Revenues | 449.48 | |
| Notes Payable | 7,036.80 | |
| Refunds | 212.66 | |
| Rent | 934.86 | |
| Total Receipts | | $ 43,334.16 |
| | | $ 49,264.07 |

DISBURSEMENTS:

| | |
|---|---|
| Office and Administrative | 3,330.92 |
| Subsistence | 10,557.44 |
| Housekeeping | 2,383.20 |

| | | |
|---|---|---|
| Laundering | 1,184.87 | |
| Medical and Surgical | 545.04 | |
| Light, Heat, Power and Water | 2,261.36 | |
| Building and Grounds | 4,164.53 | |
| Instructional | 11,054.44 | |
| Recreational | 104.10 | |
| Notes Payable | 7,036.80 | |
| Total Disbursements | | $ 42,621.70 |
| Balance on Hand, June 30, 1928 | | 6,642.37 |
| | | $ 49,264.07 |

## REPORT OF THE TRUSTEES OF THE MISSISSIPPI SCHOOL FOR THE BLIND

Jackson, Miss., August 21, 1929.

To His Excellency, Gov. Theo. G. Bilbo.

Dear Sir:

The Trustees of the Mississippi School for the Blind do herewith respectfully submit Biennial Report of the school, covering a period beginning June 30, 1927 and ending July, 1929. In this report Dr. M. L. Batson, Superintendent, gives a detailed account of the work of the school.

By the closest economy, necessary as a result of increased cost of almost everything needed in the school, the expenditures for the school, for the period mentioned, have been kept within the appropriation. But the main building used as a dormitory, erected in 1881, is in places cracked and in bad condition. It is apparent that some provision must be made for new and more adequate buildings. The academic building is in a dilapidated condition, in fact, all the buildings are old, run down, and rapidly becoming daugerous. It has been necessary to put in rods and braces in the various buildings to secure their safety. It would cost such an enormous amount to repair these old buildings, that it would, in our opinion, cost the state very little more to build modern up-to-date buildings that would be comfortable and permanent.

It is the opinion of the Board of Trustees and also the Superintendent, that there should be erected new modern fire-proof buildings throughout.

### FURNACE AND HEATING

The furnaces for heating the three buildings need repairs. To put these in first class condition would cost a considerable sum. In fact, the furnishings throughout is in bad condition. The up-keep of these buildings has been so neglected, due to the small amount that has been appropriated, until it will now require a considerable sum of money to put them in in a safe condition. Therefore, we shall recommend that a new site for the Institution be located just outside of the city limits, where there could be more room for playground, gardens, truck-raising,

etc. We feel that the present site of the Institution, which is now a splendid residential section of the city, could easily be sold into lots for something like $70,000.00 Also a strip of land lying west of the Charity Hospital which belongs to the Institution could be sold for a considerable sum, which would add very materially toward the erection of new buildings.

We find, also, that the bus is about worn out and is entirely too small for the purpose for which it is needed, and we would respectfully ask for an appropriation of at least $2,000.00 for a new Bus.

We have no gymnasium and very little playground equipment, in fact, the present location is so bound in until there is little room for playground or for taking physical exercises.

We need more typewriters, musical instruments, mechanical equipment and new furniture throughout.

NECESSARY INCREASED APPROPRIATION TO SECURE TEACHERS

Due to growth in attendance of students and the high cost of living, we find it necessary to ask an increase in salaries and wages, in order to meet the salary increase of other institutions, and that we may secure the best teachers possible in order that thorough and efficient work may be obtained.

The Legislature of 1928 appropriated a considerable amount of money for the repair and up-keep of all Institutions, but owing to the condition of our present buildings, we deem it wise to expend only a sufficient amount to do some very necessary repairs that we may be able to use the present buildings until other arrangements could be made. We, accordingly as trustees ask appropriation as follows:

For the years of 1930 and 1931;

| | |
|---|---|
| Salaries and wages for 1930 | $ 15,000.00 |
| Support and Maintenance for 1930 | 22,000.00 |
| Superintendent's salary, 1930 | 3,600.00 |
| New Buildings, 1930 | |
| New Bus | 2,000.00 |
| Play Ground Equipment | 1,000.00 |
| Typewriters | 400.00 |
| Musical Instruments | 500.00 |
| Mechanical Equipment | 600.00 |

For the year 1931;

| | |
|---|---|
| Salaries and wages for 1931 | $ 15,000.00 |
| Support and Maintenance | 22,000.00 |
| Superintendent's Salary | 3,600.00 |
| Repairs and Permanent Improvements | 2,000.00 |

The attached report shows detailed account of all receipts and expenditures for the two preceding years.

D. C. McCool

President of the Board of Trustees

## SUPERINTENDENT'S REPORT TO THE TRUSTEES

Hon. Members of the Board of Trustees.

Ladies and Gentlemen:

In accordance with the laws of 1906 Chap. 67 (2546) requiring that reports of the various institutions and departments of government of the state of Mississippi, be made biennially to the Board of Trustees of each institution, and in compliance with certain provisions of the statutes and custom, I herewith, respectfully submit for your consideration the 26th Biennial Report of the Institution which is a record of the progress and achievement of the past two years.

Through the influence of James Champlin, a blind philanthropist of Sharon, Mississippi, a private school for the education of the blind was opened at Jackson, March, 1847. It became a State Institution by a Legislative act March 2, 1848.

The Institution has made fair progress. More and more those for whom the Institution was established are taking advantage of the opportunities afforded by it. Every effort has been made to make contact with all blind children of the State, as well as those that are in need of such assistance as comes within our bounds.

A register of the blind of the State has been maintained in compliance with the statute. At the close of the year it contained the names of 1,476 white and colored, 550 white over 21, 629 colored over 21, 125 colored under 21 and 173 white under 21, blind or partially blind persons, all residents of the State. Our field agents, with the commission for the blind, have made contact with practically all of these persons, and are aiding them in many ways.

A good number of the blind people have been brought in for treatment and operations by the commission. Most of these were greatly benefited by operations. Others have been taught some trade or vocation and given employment. Many are too old or have impaired health which prevents their being employed. Adequate provision has been made by the State for those of school age, in the establishment and maintenance of the Mississippi School for the Blind.

Children from the age of 7 to 21, inclusive, are received as pupils provided their vision is impaired to such an extent that they can not make satisfactory progress in the pubilc schools. Every effort is made to give all blind and partially blind children of Mississippi the educational advantages offered by this school.

It is surprising to know that there are many parents and friends of sightless children of this state, who know little or nothing about the advantages of this school. It is earnestly desired that through greater publicity all parents of blind or nearly blind children may become informed c ncerning the aims of this Institution.

The state compulsory educational law does not seem to reach the blind child, or by some means this law has been overlooked by Superintendents of Education and other officers relative to its enforcement. There are a great many blind children of the State whose education has been overlooked. It is indeed unfortunate that so many of the citizens of the State do not understand the real purpose of the school. Many consider it a home or custodial institution, others think it is a kind of hospital. The school isn't either of these, it is purely an educational Institution, a school where children can be trained, whose sight is so defective that they cannot be properly instructed in the public schools.

An excellent spirit of co-operation has existed among the faculty and employees, and I have endeavored to keep you informed regarding the affairs of this institution from month to month. But I shall make a more detailed report at this time to be incorporated in, and a part of, your report through the governor to the Legislature.

The disciplinary policy adopted by this Board at the opening of the school has been uniformly successful. There were no cases of broken discipline of a serious nature during the past session. Discipline with us is ordinarily a simple matter. If there is disobedience, we take away some privilege temporarily.

The morale of the school has been good. The discipline is vested in the Superintendent, matrons and faculty. Rules are few, simple and reasonable. The honor system prevails. We endeavor to secure attention to study and correctness of deportment, not only by enforcement of rules but also by inculcating in the students high honor. It is our desire that religion, the basis of intellectual pursuits and virtuous habits, should throw its healthful restraints over the students. With this in view, chapel exercises of each day are opened with reading of the scriptures and prayer. One night in each week is devoted to a meeting of the Students' Christian League, which is held in the Auditorium. All students are invited and urged to be present at these meetings. This organization has a very beneficial influence upon the moral and religious character of the students.

Our teachers are specialists in the branches which they teach, which is a prerequisite of our standard. Most of them do special work in various summer normals. We are endeavoring to maintain the very best teaching corps. I realize that if we do the best work possible we must keep abreast with the times and study the latest methods of training. Therefore, I insist that all of our teachers take advantage of normal courses during their vacation. I realize that it requires quite a bit of work and expense on the part of the teachers to take these special courses, and that our teachers are not paid an adequate salary for making this extra expense each year. Our teachers are not paid in accordance with the work they are required to do, in proportion to the teachers of other schools who are doing the same class of work; and, I recommend that you ask for an increased appropriation to take care of this situation. I should think $1,000.00 in addition to our present appropriation would

suffice for the teachers, but in addition, I shall request that you make due allowance for an office assistant, especially for the bookkeeping department. I shall say with an increased appropriation of $1,500.00 for salary and wages that we could proceed nicely with the work we are endeavoring to do. We are anxious to get on an accredited basis, so that we may be affiliated with the colleges of the State. Our requirements are parallel now with the State High Schools. Pupils are required to make all the High School units, 14 in literary work, and 2 in the Industrial and Musical Departments.

When the proper advancement is made in English they are required to take typewriting and most of them acquire quite a bit of speed under the touch system, which gives them a ready communication with the world, and so many various occupations which furnish them a splendid income. In addition to the above, the boys are taught piano tuning, chair seating, mattress and broom making. The majority of them are self-supporting when they leave the school and some make an excellent living. The girls are taught industrial art, such as sewing on the sewing machine, tatting, crocheting, and making baskets and rugs. We endeavor to give the girls a good general training and make them as thorough in music and industrial work as possible, that their vocational work may be the means of their support when they go out into the world.

The children are required to write home, at least, once a week, but they are at liberty to write as often as they care to. Those who are not able to supply themselves with postage have it furnished them by the Superintendent. The children are required to furnish their own clothes and shoes, but owing to the destitute condition of some, these articles are furnished by the Institution and in a good many instances by friends or relatives in the city. All letters received or sent by pupils are censored by the Superintendent. We are always glad to have the parents and guardians visit the school.

No attention will be paid to complaints or communications not directed to the Superintendent. The school is strictly non-sectarian. Religious and moral instructions are given each morning, through lectures and simple chapel exercises, consisting of short talks, reading scripture, and singing sacred songs. The children worship at the church of their parents choice, and are urged to attend church and Sunday School each Sunday.

The school is open to the blind children of the State, provided they are of good moral character, of sound mind and free from contagious, or infectious disease. Seven years of age is the best time to begin their education. Parents and guardians are urged to get their children in school as early as possible. If their education is delayed until they are 14 or 15 years old, their progress is naturally much slower. Parents and friends visiting their children after they have entered school can not be accommodated with board and lodging.

It has been said that it costs more to educate the blind than any other class of students. Let us analyze: A school for the blind has more to do than others. The common school, academy, or college receives students with more or less previous training; gives them a classical or English education, and without further responsibility sends them out to shift for themselves. It is not so with the school for the blind. We have to take pupils of all classes, many of them have had no previous training, some are almost helpless and others are mature men and women. We have all degrees of cultivation; from the child who can not tie his shoes, the youth who has grown up without culture, to the young men and women of refined taste. We are expected to take this heterogenous mass of humanity, and out of it mould useful and self-supporting men and women. We are expected not only to give them a thorough English education, but to give each one a profession or training, by which he or she may become self-supporting. We have to be a kindergarten, primary, grammar, high school and to those pupils who expect to make music their profession, we are expected to be a school of music. To those who expect to teach other branches, we are a normal school. To those who expect to be industrial instructors, we must provide technical instruction. We are expected, and it is our pleasure, to study the disposition and ability of each pupil for the purpose of determining what position in life he or she is best fitted, and having made the discovery, to bring to them each and every facility to meet these requirements. In short, we must be to the blind a school of various grades; the kindergarten, normal, conservatory of music, factory and a vocational office to provide employment for our graduates.

More teachers and attendants are needed. Besides instructors in music and handicraft, more teachers are needed in the ordinary branches One teacher can instruct as many seeing students as can observe his illustrations upon the blackboard, but let the student be blind, and the illustrations are addressed to the touch, as the map of Geography for example, the hand of each pupil must be guided separately by the teacher; thus requiring for a single pupil the time they would otherwise devote to a whole class that could see. Much of the instruction is oral, requiring constant use of the voice; therefore, making the work more strenuous on the instructors.

The departments of instructions, which are primarily fundamental, are: the kindergartens, the grades up through Junior and Senior High School, (the usual English branches with typewriting and expression are treated, and the pupils taught much as in any other school) the manual training early becomes pre-vocational, and even, vocational studies begin somewhat later. These receive vocational guidance from the one on whom they will depend for placement in industry outside of any workshop, especially provided for the blind people.

## MUSIC

The late Charles W. Elliot of Harvard University has been quoted as saying that "Music is the greatest of mind trainers." Knowing that his decision has been reached through careful deliberation and realizing his position, a great majority of educators throughout the country are emphasizing music to the extent that the subject is now considered a regular curricular subject, rather than one of minor importance. Aside from this reason music is emphasized and should be stressed especially, in a School for the Blind for three paramount reasons. first, the cultural benefit gained from music study is readily accepted, and as other types of cultural improvement such as drawing, the study of master-pieces of painting and sculpture are denied the blind, it is expedient that we insist on musical studies; Second, the hearing, understanding and appreciation of good music bring untold enjoyment and happiness to most of us in our youth as well as in our later life. We are again confronted by the realization that beauty of color, and of natural scenery is such a potent factor in our lives and is denied the blind, we must replace these incapacities with beauty of tone; and third, some blind pupils can be trained in music to a degree of perfection, that they are enabled to use music as a means of livelihood. Even though the number of self-supporting blind musicians are limited the few will warrant the emphasis we give to music. While all may not become teachers or performers, they may derive great benefit from the study of music in some other way.

The course in music offered to our students includes piano, violin, voice, chorus work, orchestral work and music appreciation. Most of the students in the school are studying some form of music. Each being taught in accordance with his individual ability. Braille music follows sign for sign of the print music notation. Braille symbols are used for key signatures, time marks, marks of expression, accents, finger marks, etc. Nothing is omitted; therefore, the Braille readers are at no disadvantage compared with the print readers. Furthermore, reading Braille music discourages "playing by ear."

In our school, pupils entering the third grade are given private lessons in the phase which the child desires. Pupils in the first and second grades are members of the Junior Chorus only. The new piano pupil learns the rudimentary scale and is very soon put to the pleasant task of "learning his first piece." This delights the child more than one can imagine, and it progresses fairly as rapidly as does any child of like age, perhaps a little more rapidly, for in an Institution of this kind the child's practice periods are more regular and productive than they would be in its own home.

Students are permitted their own choice in the particular phase of music study they enter. Often the student will be enthusiastic about more than the piano, violin, or voice and will elect to study two subjects. This practice, while not discouraged, is not recommended, for it retards progress in both fields; however, some students are able to master both subjects in their own small way.

The Junior Chorus includes pupils up to the seventh grade, and the Senior Chorus includes those from the eighth grade through high school. The orchestra consists of fifteen members and lacks nothing in tunefulness and spirit. The orchestra plays classical, theatrical, and popular music, the two latter types being given to impart to the members practical musical experience.

All pupils who have good singing voices and profess a desire or inclination to sing are given voice lessons.

These exercises relieve the child from the enforced quiet of the school room and better fit him to continue his studies. The physical well-being of blind children is frequently neglected in their homes. They are forbidden to help about the house for fear of their destroying something and are not allowed to play with other children because of the danger of their being hurt. The result is that they are not developed through lack of the ordinary activities by which other children are unconsciously developed. Work in a gymnasium would make up somewhat for these disadvantages as the defects of the child could be carefully studied and the exercise prepared to correct them. It is well, of course, to begin with simple exercises such as drills, but as soon as confidence and courage are developed they will be able to take almost the same work as other children. Simple calisthenics and wand drills can be taken by small children, but later they will learn to use dumbbells, Indian clubs, parallel, horizontal ladders. Marching is splendid training for blind children, especially as they are taught to keep distance.

The degree of blindness and the age when sight was lost has a direct bearing upon the play of blind children, and I consider physical culture a very important factor in connection with the child's education and future welfare. Much thought is given to hygiene, air, bathing, clothes, sleep, exercise, and last but not least food value.

## CONCLUSION

I desire to extend a word of thanks to the various railroad officials who have aided us in the handling of our pupils through transportation and many acts of kindness conferred upon them in a most pleasing manner, procuring reduced fares and looking after their comfort and safety in traveling to and fro. And to the State Fair Association, the various clubs, organizations and individuals who have been so thoughtful in giving our pupils tickets whereby they could attend and enjoy the many high class entertainments that have come to our city in the past few years, such as Grand Operas, Symphony Orchestras, etc. These occasions have enabled our students to more fully appreciate the high class of music and the great arts of the day. These benevolent spirited citizens are due our heart felt thanks for providing these entertainments and giving our children the benefits of them.

I must thank the Legislature for its uniform courtesy, sympathetic interest, and liberal appropriations for our support. Permit me to express my appreciation to the members of the Board of Trustees for their loyal and generous support in all matters pertaining to the affairs of the Institution and to add a word of praise to the teachers and employees whose devotion to me has made our work successful, and I trust that the Members of the Board feel the same satisfaction in the work that has been carried on here. I have endeavored to conduct the affairs of the school in a manner that warrants the same confidence which you have heretofore bestowed upon me. The school has made much progress along all lines, and I am convinced that the advantages accorded the youth of this school are an inspiration to the ambitious to mean more to themselves, to their families, to their communities, and to their fellow-men. They appreciate the money and effort expended in their behalf by our Great State.

Respectfully submitted,

M. L. BATSON, Superintendent.

## COURSE OF STUDY, MISSISSIPPI SCHOOL FOR THE BLIND

### PRIMARY DEPARTMENT

### FIRST GRADE:

Reading—Primer, words and sentences from cards prepared by teacher.

Language—Conversation lessons, reproduction stories, correcting errors in speech, dramatization of stories.

Writing—Drill in letter forms with peg boards, use of slate and stylus.

Numbers—Combinations and relations of numbers to ten, using objects, simple problems.

Spelling—All words used in language and reading lessons, phonics.

Physical Exercises—Deep breathing, games.

### SECOND GRADE:

Reading—Primer, First Reader, Supplementary Reading.

Language—Continue work of First Grade; writing work; sentence structure.

Spelling—Words used in Language and Reading.

Numbers—Combination facts to eighteen. Reading and writing to a thousand. Measure of time, length, quantity, and money. Addition and Subtraction. Problems in going to the store. Counting by 2's, 3's, 5's and 10's.

Physical Exercises—Same as in First Grade.

THIRD GRADE:

Reading—Second Reader, Supplementary reading.

Language—Sentence structure from health talks, nature talks and home geography, reprodnction stories, memory gems.

Spelling—Oral and written selected. List of words made by children on suggested subjects.

Arithmetic—Addition, snbtraction, mnltiplication tables throngh ten, and simple problems with life interests.

Writing—In connection with langnage and spelling.

Health and Safety—Frances Gnllick Jewett.

FOURTH GRADE:

Reading—Third and fonrth Readers, Snpplemeatary Reading.

Langnage—Driggs' Live Langnage Lessons, Book 1 and 2.

Spelling—Spaulding and Mil'er, oral and written. Lists of words from other studies.

Arithmetic—Wentworth-Smith's Intermediate, Volnme 1. Multiplication tables. Finish Long Division.

Geography—Tarr and McMnrry's Book 1 Volnme 1 and 2.

INTERMEDIATE DEPARTMENT

FIFTH GRADE

Reading—Beacon's Fifth Reader, Biographical Stories. S. Elson's Readers.

Langnage—Driggs' Live Language Lessons, Part 1. Good English by Elson-Lynch-Royster, Supplementary.

Spelling—Spaulding and Mil'er, lists made from other stndies.

Arithmetic—Wentworth-Smiths, Intermediate. Mnltiplication tables. Fractions specific work of the year.

Mental—Arithmetic—Problems linking child to real experiences of life.

Geography—Tarr and McMurry, Book 1, Volnmes 3 and 4. Carpenter's Geographical Readers.

History—Combines with reading by nsing hero stories of history and adventure.

SIXTH GRADE

Reading—Selected. E'son's Reader, Book II, Supplementary.

Langnage—Driggs' Live Langnage Lessons, Book II, Part 2. Good English, Snpplementary.

Spelling—Common words, commonly misspelled.

Arithmetic—Intermediate Book completed. Mental Arithmetic, problems linking pupils to real experience in life.

Geography—Parkins and McMurry's, Part 3, Volume I, II, III, IV. Carpenter's Readers, Supplementary.

History—First Book in American History in Revised Braille by Beard and Bagley.

Health and Safety—Frances Gulleck Jewett.

SEVENTH GRADE

Language—Driggs' Live Language Lessons, Book 3, Part I.

Spelling—List of words from other studies, using words in well formed sentences.

Arithmetic—Advanced text in Revised Braille. Percentage is continued in application to such topics as profit and loss, interest, commission, taxes and insurance. Mental Arithmetic problems linking the child up to life.

Geography—Parkins and McMurry's Part 4, Volume V, VI, VII, Part 5, Carpenter's Readers, Stoddard's Lectures and The Wonder World used Supplementary.

History—Mississippi History.

EIGHTH GRADE

Arithmetic—The work of this grade is largely a summing up of previous training and knowledge in application of such to business problems that the pupil will be apt to come in contact with when thrown on his own resources.

Grammar—Driggs' Book 3, Part II. General review of composition work; special emphasis on writing, spelling, punctuation, and capitalization; oral expression with emphasis on clearness, unity and diction.

History—American History.

Physiology—Selected.

Reading—Evangeline, Ivanhoe.

Spelling—Main object to enlarge vocabulary, drill on use of words in sentences.

HIGH SCHOOL

The High School Course offers sixteen units based on requirements made by the State Teachers' Association. Fourteen units are required for graduation, twelve of which are prescribed.

NINTH GRADE

Arithmetic—Review, using some business text.

Algebra—Well's to Factoring.

Composition and Rhetoric—Review Grammar. Waddy, Vol. I. Sentence and Theme.

Latin—Benjamin L. D'Ooge.

History—Ancient.

Physical Geography—Murry's Complete.

Literature—Irving's Sketch Book, Lowell's Vision of Sir Launfal. Scott's Lady of the Lake, Shakespeare's Merchant of Venice.

Current Events—Pathfinder, American Magazine.

Typewriting—Exercises handed in each day.

TENTH GRADE

Algebra—Well's Fractions to Simultaneous Equations.

Composition and Rhetoric—Waddy, Volume II. Oral themes and reading, written themes. Sentence and Theme.

History—Beard and Bagley, History of the American People.

Latin—Benjamin L. D'Ooge.

General Science—Caldwell and Elikenberry.

Literature—Hawthorne's Twice-Told Tales, Tennyson's Idylls of the King, Shakespeare's As You Like It. Selected Poems, Edited by Henry Boynton.

Current Events—Pathfinder, American Magazine.

Typewriting—Exercises handed in each day.

ELEVENTH GRADE

Algebra—Well's to Quadratics.

History of English Literature—Halleck.

General History—Barnes.

Latin—Caesar and Latin Composition by Greenough and D'Ooge.

Physics—Millikin and Gale.

Literature—David Copperfield, Washington's Farewell Address, Webster's Bunker Hill Oration, Elliot's Silas Marner, Shakespeare's Julius Caesar.

Current Events—Pathfinder, American Magazine.

Typewriting—Copying from some book, English Exercises, Written tests.

TWELFTH GRADE

Geometry—Plane.

History and American Literature—Halleck.

School Civics—Boynton.

Latin—Cicero, Four Orations.

Arithmetic—General Review, Business Problems.

Literature—Shakespeare's Macbeth, Carlyle's Essay on Burns and Democracy of Today, Milton's Minor Poems.

Current Events—Pathfinder, American Magazine.

Typewriting—Aim, forty words per minute.

Organized classes study Contemporary Literature in their weekly meetings.

Composition and Rhetoric.

## PIANO TUNING

In this department are taught temperament, tuning, action work, and repairing, besides the general study of pitch and accoustics and their application. Graduates of the department successfully fill positions in piano factories and are qualified to do private tuning. Credits are given for work done in this department by academis students.

## INDUSTRIAL DEPARTMENTS

In the Boy's industrial department they are taught wood working, the elements of carpentry, chair caning, broom making, and matress making. While the girl's department teaches sewing, plain and fancy, basketry, and the weaving of carpets and rugs. Pupils of academic grades are given counts for work in these departments.

## PHYSICAL EDUCATION

Excellent work has been done in this department considering that we have no gymnasium. The need of this department effects not only their health and habits, but also their ideals, the moral and the social relationship of the pupils. We should encourage athletics as much as possible, for when properly regulated it tends to promote both physical and moral well-being. All the students are encouraged to foster a wholesome school spirit. At the present our training is confined to physical exercises, calisthenics, marching, several forms of playing activities, including organized and unorganized games, and instructions in hygiene, (five minute exercises given during the day in the class room.)

## ENROLLMENT OF PUPILS 1928-1929 SEPTEMBER 12, 1928.

Bane, Hilda .....Louisville, Miss., Winston, Co.
Barr, Jewell .....Sumrall, Miss., Covington Co.
Beasley, Albert .....Jackson, Miss., Hinds Co.
Brame, William .....Meridian, Miss., Lauderdale Co.
Beasley, Fairley .....Jackson, Miss., Hinds Co.
Black, Elizabeth .....New Albany, Miss., Union Co.
Bowers, Amos .....Carrollton, Miss., Carroll Co.
Bowers, Rayner .....Carrollton, Miss., Carroll Co.
Breazeale, Gertrude .....Stallo, Miss., Neshoba Co.

Britt, Edgar ..... Springfield Miss., Pontotoc Co.
Britt, Myrtis ..... Wesson, Miss., Lincoln Co.
Brown, Charles ..... McComb, Miss., Pike Co.
Brown, Vastine ..... Derrington, Miss., Wilkinson Co.
Busby, Elford ..... New Albany, Miss., Union Co.
Calcote, Bessie ..... Wesson, Miss., Lincoln Co.
Cantin, George ..... Leland, Miss., Washington Co.
Carrol, Earnest ..... Dossville, Miss., Leake Co.
Clark, Ervin ..... Louisville, Miss., Winston Co.
Clark, William ..... Macon, Miss., Noxubee Co.
Childs, Ocy ..... Isola, Miss., Humphreys Co.
Dicks, David ..... Lakevillage, Ark.
Germany, Oza May ..... Lake, Miss., Smith Co.
Giles, Christine ..... Lawrence, Miss., Newton Co.
Giles, Stennis ..... Lawrence, Miss., Newton Co.
Green, Edward ..... Lake Shore, Miss., Hancock Co.
Gates, Mary ..... Jackson, Miss., Hinds Co.
Hanson, Sarah ..... Belzoni, Miss., Humphreys Co.
Holcomb, Claudie ..... Jackson, Miss., Hinds Co.
Holmes, Louise ..... Corinth, Miss., Alcorn Co.
Hutchins, Katie ..... Learned, Miss., Hinds Co.
Higgins, John James ..... Weir, Miss., Choctaw Co.
Johnson, Mary ..... Gulfport, Miss., Harrison Co.
Jones, Charles ..... Waxhall, Miss., Bolivar Co.
Jones, Lena ..... Panlette, Miss.
Lott, Bobby ..... Summrall, Miss., Lamar Co.
Lott, Vonder ..... Summrall, Miss., Lamar Co.
Martin, Hazel ..... Hambergh, Miss., Franklin, Co.
McKenzie Lillie Mae ..... Tylertown, Miss., Walthall Co.
Moore, Winifred ..... Meridian, Miss., Lauderda'e Co.
Montgomery, Ida Rugh ..... Wesson, Miss., Lincoln Co.
Morris, Lysander ..... Hattiesburg, Miss., Forrest Co.
Muse, William ..... Meridian, Miss., Lauderdale Co.
Pannell, Bob ..... Wesson, Miss., Lincoln Co.
Patterson, Millard ..... Clarksdale, Miss., Coahoma Co.
Prathro, Wilma ..... Willows, Miss., Claiborne Co.
Pearson, Walter S. ..... Jackson, Miss., Hinds Co.
Quarrels, Garland ..... Selma, Ala., Jones Co.
Quick, Oree ..... Jackson, Miss., Hinds Co.
Reaves, Wayne ..... Louisville, Miss., Winston Co.
Ridgeway, Rupert R. ..... Sanford, Miss., Jasper Co.
Sellers, Preston ..... Saundersville, Miss., Jasper Co.
Sheppard, Ray ..... D'Lo, Miss., Simpson, Co.
Simms, Ruby May ..... Corinth, Miss., Alcorn Co.
Singletary, May ..... Florence, Miss., Rankin Co.
Singletary, Tommie ..... Florence, Miss., Rankin Co.
Smith, Jimmie ..... McComb, Miss., Pike Co.
Smith, Wade ..... Columbus, Miss., Lowndes Co.
Speares, Minnie ..... Franklinton, La., Washington Parish

Stonner, Charlie .....Tylertown, Miss., Walthall Co.
Swan, Lena .....Mesa, Miss., Walthall Co.
Thompson, William .....Leflore, Miss., Leflore Co.
Thornton, Hettie Mae .....Raleigh, Miss., Smith Co.
Tillman, Clarence .....Meehan, Miss., Lauderdale Co.
Tilghman, James .....Hardy Station, Miss., Grenada Co.
Varner, Walter .....Jackson, Miss., Hinds Co.
Vincent, Allien .....Utica, Miss., Hinds Co.
Walton, Clyde .....Wesson, Miss., Lincoln Co.
Weems, James .....Morton, Miss., Scott Co.
Whitehead, Paul .....Roxie, Miss., Rt. 1, Franklin Co.
Williams, Raymond .....Senatobia, Miss., Tate Co.
Wood, Ruben .....Columbus, Miss., Lowndes Co.
Williams, Elizabeth .....Mt. Olive, Miss., Covington Co.

The institution will provide for each pupil regularly admitted, board, lodging, laundry, medical care, instructional school supplies, and transportation to those who are unable to pay their train fare.

Each pupil entering school should be supplied with sufficient clothing to last until the end of the school term.

It is requested that the pupil's name be pasted in top of trunk with list of clothing, so that there may be no mistakes.

The pupils name should be clearly marked upon articles of clothing to prevent mixing with others clothes and also to guard against loss.

Each pupil should be supplied with the following articles, and each article should be plainly marked with indelible ink and a list of same should be placed in the top of his or her trunk.

Articles Needed:

Boys—2 hats or caps, 2 suits clothing, 2 extra pair of pants, 4 pair of hose, 4 shirts, 2 suits of summer and 2 suits of winter underwear, 2 night shirts or 2 suits of pajamas, 2 pairs of shoes, 6 handkerchiefs, tooth brush, a clothes brush, a hair brush, and a comb.

Girls—1 woolen and 4 gingham dresses, 4 night dresses, 2 suits of summer and 3 suits of winter underwear, 2 light and 2 dark underskirts, 6 pair of hose, 6 handkerchiefs, a wrap, hat, 2 pairs of shoes, a pair of overshoes, tooth brush, a clothes brush, a hair brush and a comb.

The above supplies will be needed during the school term, that the children may be made comfortable.

On admission of any child, it is requested that a certificate from their family physician accompany it, stating that the child is free from any contagious or infectious disease within the past three weeks.

Causes of blindness of pupils enrolled in 1928:

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|---|---|
| Ophthalmia neonatorum | 5 |
| Trachoma | 1 |
| Accidents | 10 |
| Progressive near sightedness | 5 |
| Interstitial Keritits | 6 |
| Phyctinular Keritits | 15 |
| Optic nerve atrophy | 9 |
| Congenital cataract | 5 |
| Influenza | 0 |
| Simblephron | 0 |
| Stapheloma | 4 |
| Albino | 1 |
| Meningitis Infantile | 2 |
| Dislocated lens | 2 |
| Strabismus | 1 |
| Ulcers of Cornea | 7 |
| Errors in refraction (corrected) | 1 |
| Measles | 1 |

## EXCERPTS OF STATUTORY PROVISIONS UNDER WHICH THE SCHOOL IS OPERATED

ORGANIZATION—The Mississippi School for the Blind is a part of the public school system maintained by the State of Mississippi. The control of the school is intrusted to the Superintendent, by and with the consent of a board of trustees, consisting of the governor of the state, ex-officio, and five members constituting the board of trustees from various districts of the state, thus the entire state is represented in its management.

NAME AND FRANCHISE—The institution, heretofore, established at Jackson, Mississippi, for the instruction of the blind shall continue to exist for the purpose of its establishment under the name of "The Mississippi School for the Blind" with power to receive and hold property, real and personal, and to accept and to use as provided by law, all bequests, devises and donations made to it; and shall continue to enjoy the rights and privileges conferred on it by law and such as are necessary to accomplish the purpose of its establishment.

GOVERNMENT: TRUSTEES—The Government of the Institution is vested in a board of five trustees to be appointed by the governor with the advice and consent of the senate for a term of four years and until successors are appointed. A majority of the trustees shall constitute a quorum for the transaction of business, but when a bare majority is present the concurrence of all will be necessary.

VACANCIES: REMOVALS—The Governor may remove any Trustee for any cause and he may fill all vacancies occurring during a recess of the senate. But two of the trustees first appointed hereunder shall serve only for two years when their successors shall be appointed for the full term of four years.

POWERS OF TRUSTEES—The Board of Trustees may adopt all needful rules and regulations for the government of the Institute and may regulate the number and fix the salaries of under officers and teachers, attendants and nurses for the invalid and indigent blind and prescribe the general duties of all officers and teachers.

NONE BUT RESIDENTS ADMITTED—The Board of Trustees shall not admit into the institute a person who is not a bonafide resident of this state and who is not of good moral character.

BOARD AND TUITION: FREE PUPILS—The Board of Trustees shall fix the amount to be paid by pupils for board and the terms of admission and time of payment; and it shall admit free of all charges upon the certificate of the county superintendent of education, all invalid and indigent blind persons who are eligible, provided the amount appropriated by the legislature is sufficient to properly care for the same.

SUPERINTENDENT—There shall be a superintendent of the Institute to be appointed by the governor with the advice and consent of the senate for a term of four years and he may be removed by the governor for cause. All vacancies occurring during the recess of the senate shall be filled by the governor.

HIS DUTIES—In addition to the general duties of the superintendent as prescribed by the board of trustees it shall be his duty to appoint all the officers, teachers, and employees by and with the advice and consent of the board of trustees and for cause he shall have authority to dismiss them subject to their right of appeal to the board of trustees. He shall make an annual report to the board of trustees up to the first day of October in such form as the board shall prescribe, and, in particular, giving the statistics of the institute for the preceding session.

REPORT OF TRUSTEES TO LEGISLATURE—The board of trustees shall make a report through the governor every two years to the legislature, setting forth a full statement of all its official acts and of the condition and progress of the institute with such recommendations as it may deem proper and containing a detailed report of all receipts and expenditures for the two preceding fiscal years.

## LIST OF INSTITUTIONS FOR THE EDUCATION OF THE BLIND IN THE UNITED STATES

Alabama School for the Blind, Talladega, Ala., J. S. Ganey, Supt.

Alabama School for Negro Deaf and Blind, Talladega, Ala., Mrs. J. S. Graves, Supt.

Arizona School for the Deaf and Blind, Tucson, Ariz., Howard Guffin, Supt.

Arkansas School for the Blind, Little Rock, Ark., Mrs. Lucy Thornburgh, Supt.

California School for the Blind, Berkeley, Cal., R. S. French, Principal.

Colorado School for the Blind, Colorado Springs, Co'o., Thos. S. McAloney, Supt.

Connecticut School for the Blind, Hartford, Conn., Gordon Hicks, Supt.

Florida School for the Deaf and Blind, St. Augustine, Fla., A. H. Walker, President.

Georgia Academy for the Blind, Macon, Ga., G. F. Oliphant, Principal.

Idaho State School for the Deaf and Blind, Gooding, Idaho, C. J. Settles, Supt.

Illinois School for the Blind, Jacksonville, Ill., R. W. Woolston, Supt.

Indiana School for the Blind, Indianapolis, Ind., Geo. S. Wilson, Supt.

Kansas School for the Blind, Kansas City, Kan., Mrs. E. A. Wilson, Supt.

Kentucky School for the Blind, Louisville, Ky., C. B. Martin, Supt.

Louisiana State Scool for the Blind, Baton Rouge, La., A. J. Caldwell, Supt.

Maryland School for the Blind, Overlea, Md., John F. Bledsoe, Supt.

Massachusetts School and Perkins Institution for the Blind, Watertown, Mass., E. E. Allen, Supt.

Michigan Employment Institution for Adult Blind, Saginaw, Mich., C. A. Turo, Supt.

Michigan School for the Blind, Lansing, Mich., Clarence E. Holmes, Supt.

Minnesota School for the Blind, Fairbault, Minn., J. E. Vance, Supt.

Mississippi School for the Blind, Jackson, Miss., M. L. Batson, Supt.

Missouri School for the Blind, St. Louis, Mo., S. M. Green, Supt.

Montana School for the Deaf and Blind, Boulder, Mont., H. J. Menzemer, President.

Nebraska School for the Blind, Nebraska City, Neb., N. C. Abbot, Supt.

New Mexico Institute for the Blind, Alamogordo, New Mexico, R. R. Pratt, Supt.

New York Institute for the Education of the Blind, New York, N. Y., Edward M. Van Cleve, Principal.

New York State School for the Blind, Batavia, N. Y., C. A. Hamilton, Supt.

North Carolina School for the Deaf and Blind, Ra'eigh, N. C., G. E. Lineberry, Supt.

North Dakota School for the Blind, Bathgate, N. D., B. P. Chappelle, Supt.

Ohio State School for the Blind, Columbus, Ohio, J. F. Lumb, Supt.

Oklahoma School for the Blind, Muskogee, Okla., Mrs. O. W. Stewart, Supt.

Oregon Employment Institution for the Blind, Portland, Oregon, C. T. Roberts, Supt.

Oregon State School for the Blind, Salem, Oregon, J. W. Howard, Supt.

Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa., O. H. Burritt, Principal.

South Carolina School for the Deaf and Blind, Cedar Springs, S. C., N. F. Walker, Supt.

South Dakota School for the Blind, Gary, S. D., Otis O. Rule, Supt.

Tennessee School for the Blind, Nashville, Tenn., I. S. Wampler, Supt.

Texas School for the Blind, Austin, Texas, M. B. Brown, Supt.

Utah School for the Blind, Ogden, Utah, Frank M. Driggs, Supt.

Virginia School for the Deaf and Blind, Staunton, Va., H. M. McManaway, Supt.

Washington State School for the Blind, Vancouver, Wash., Mrs. J. Chapman, Supt.

Western Pennsylvania Institution for the Blind, Pittsburgh, Pa., B. S. Joice, Supt.

West Virginia State Schools for the Deaf and Blind, Romney, W. Va., Parley DeBerry, Supt.

Wisconsin School for the Blind, Janesville, Wis., J. R. Hooper, Supt.